

**INVESTIGATION OF HINDRANCES TOWARDS WOMEN INVOLVEMENT
IN TOUR GUIDING ACTIVITIES IN TANZANIA: A CASE OF ARUSHA
MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN A PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance by the Open University of Tanzania a dissertation entitled, *Investigation of Hindrances Towards Women Involvement in Tour Guiding Activities in Tanzania: A Case of Arusha Municipality* in partial fulfillment of the requirements for the degree of Master of Arts in Tourism Management and Planning of the Open University of Tanzania.

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DECLARATION

I, **MwingaYustus Mangwangi**, do hereby declare that this dissertation is my own original work, and that it has not been submitted in any other university for a similar or any other degree award.

Signature

Date

DEDICATION

This study has been dedicated to my lovely daughter Salha, my mother, my brothers Mzee and Fr Festus, as well as my young sister Salma.

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ABSTRACT

Tourism is the large and fast growing industry which serves as a source of economic gain worldwide. The millennium Development Goals clearly state to "eradicate extreme poverty and hunger" as goal number one and "to promote gender equality and empower women" as goal number three. Unfortunately women do not seem to actively engage in tourism activities. This study therefore set to specifically investigate hindrances towards women involvement in tour guide activities in Arusha municipality. Three objectives were used; to assess the current trend of women involvement in tour guiding activities in Arusha municipality, to establish challenges faced by women in tour guiding activities and to examine support given to women in their participation to tour guide activities. Descriptive survey was employed as a research design. Convenience sampling method was applied to obtain 13 tourism subordinate staff 22 tour guides, and 31 tourism students while purposive technique was applied to obtain 10 officials and 30 students in FGD. Data was collected through interview, questionnaire and FGD. Qualitative data was processed and analyzed using computer Microsoft word, Excel and computer software SPSS (16.0) where qualitative data was analyzed using descriptive technique. The study established that women participation in tour guide activities were constrained by uncondusive working environments, responsibilities in the family matters, constraints of culture and traditions, lack of education, gender inequality and financial problems. The study strongly recommends the Government and policy makers to strengthen rules and project systems to empower women and gender equality within tourism industry and tourism stake holders.

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ACRONYMS/ABBREVIATIONS

CEO	-	Chief Executive Officer
ECOSOC	-	United Nations Economic and Social Council
FGD	-	Focus Group Discussion
GDP	-	Gross Domestic Product
HCT	-	Hotel, Catering and Tourism
ILO	-	International Labour Organization
LEDC	-	Less Developed Countries
MEDC	-	Most Developed Countries
NGO	-	Non Government Organization
SPSS	-	Statistical package for social science
TATO	-	Tanzania Association of Tour Operators
TFA	-	Tanganyika Famers Association
TTGA	-	Tanzania Tour Guides Association
UGX	-	Ugandan Shilling
UN	-	United Nations
UNDP	-	United Nations Development Programme
UNED- UK	-	United Nations Environment and Development - United Kingdom
UNEP	-	United Nations Environment Program
UNWTO	-	United Nations World Tourism Organization
USD	-	United States Dollar
WTTC	-	World Travel and Tourism Council
TPHC	-	Tanzania Population and Housing Census
ISO	-	International Organization for Standards

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Tourism is a major source of income to many countries. The world has examined tourism contribution to poverty reduction and it is shown that tourism revenue has the advantage of reaching the disadvantaged groups in global societies. Current annual research indicates that the world GDP in 2014 was raised to 9.8% (USD 7.6 trillion) while the sector supports 277 million employments. France and Europe earned 9.7% of GDP which provided 2.9 million jobs (10.9%). In Asia Pacific countries around 40.6 USD billion was collected in 2014. Country like Japan which conducts other activities such as manufacturing motor vehicles collected a total GDP of USD 406 billion from tourism by 2013 which is 6.8%, giving a total of 4.3 million (6.9%) employments. By 2013 India generated USD 128 billion creating 6.7% employment. South Africa generated a total of USD 39 billion to its GDP in 2013 while employments share was 10.3%. Uganda's direct contribution of Travel and Tourism GDP was UGX (The ISO currency code for the Ugandan shilling) 2, 299.2 billion or 3.3% of total GDP (World Travel and Tourism Council, 2014).

Apart from agriculture and mining, tourism is also among the leading economic sectors in Tanzania and has unlimited potential to contribute to the development of the country. The World Travel and Tourism Council (2014) indicated the government revenue income for instance, increased to 12.9% GDP employing 11.2% labour force in 2013 from tourism destinations such as national parks including, Serengeti, Tarangire,

Ngorongoro conservation authority area as well as beach areas such as Zanzibar and Mafia. Mount climbing recreation on Mount Kilimanjaro, Mount Meru and Oldonyo Lengai Mountain is additional to tourism activities. Tourism industry gives support to people's lives by creating job opportunities in different parts of its industry such as hotels, transportation, touring packages, beach excursions, travel agency's activities and curios where people engage themselves into different posts like reservationists, receptionists, human resource officers, procurements and tour guides.

Women's Employment and Participation in Tourism aims at bringing gender aspects of tourism to the attention of policy makers, especially the issues of women's employment in tourism industry and women's local participation in tourism planning and management. The research presents information about the situation of women as members of the work force in tourism industry worldwide, and through flagging up good practice of women's participation at local level, presented in 12 case studies from around the world. In addition, the research offers discussions on gender stereotypical images, working mothers, micro-credit, etc. as well as brief spotlights on individual countries (UNEP, 2002).

In many tour operator companies most women do not seem to be given priority based on the assumption that many duties can only be done by men. These negative perceptions present the gap between employed women who are involved in tour guiding activities. This gap has prompted the researcher to conduct the study in question in Arusha Municipality because Arusha is among the potential tourist destinations in Tanzania where most women seem to have been left behind in tour guiding operations. The Mount

Kilimanjaro Safari club, is the tour company based in Arusha municipality running tourism business on safari making and are the owners of the several camps and lodges. The company has about 300 employees, all of whom are men who provide services except at Bashay lodge where only two girls are employed to a managerial post and mixed gender staff on other departments. The company has employed office workers who handle operations and booking department where there are six women and three men, twenty five male driver guides and one female as reservation manager. Employment statistics indicate 83% of employees as men while women covers only 17%. Also as seen below on the statement of the problem, the UNDP global report indicates the employment gap between women and men.

1.2 Statement of the problem

This study embarked on investigation of hindrances towards women involvement in tour guide activities. The UNDP Global report (2014) on public administration on gender equality capitalized on the international law on human development which gives everyone the right to participate in public life. However, the report indicated that, only 30% (which was the lowest targeted percentage by Economic and Social Council ECOSOC, 1990) of women was represented in many countries except in some countries like Ukraine with 75%, and in India which is 12%. This is an indication that women have not fully been engaged.

The overall percentage of women participation in public administration in African countries, such as Benin (2011) was 19%, Botswana (2012) 52%, Cameroon (2010) 25%, Nigeria (2006) 24%, and Uganda (2011) 33%. Asia and Pacific: Afghanistan

(2009-10) 20%, Bangladesh (2008-9) 21%, Indonesia (2011) 47% and India (2006) 12%. Latin America: Mexico (2010) 50%, Colombia (2011) 49%, Chile (2007-2009) 41%. Europe and common wealth of independent state: Romania (2011) 64%, Ukraine (2008) 75%, Croatia (2011) 45% .

Arusha is in the northern tourism circuit of the Tanzania tourist destination and the transit way to neighboring East African destinations serves as the centre of arrival and departure point of tourists. Many people have invested and benefited from tourism products in different organizations and thus improve their life standard of living. Millennium goal number one eradicate extreme poverty and hunger and goal number three state to promote gender equality and empower women. Through tour guiding women would reduce poverty and benefit equally with their fellow men. However, it seems women involvement in tour guide activities is still at a minimal level as compared to men. The researcher therefore resolved to investigate reasons that hinder women involvement in tour guide activities.

1.3 Study Objectives

1.3.1 General objective

The overall objective of the study was to investigate hindrances towards women involvement in tour guide activities in Arusha municipality.

1.3.2 Specific objectives

The study focused on the below specific objectives:

- i. To assess current trend of women involvement in tour guiding activities in Arusha municipality area.
- ii. To establish challenges faced by women in tour guiding activities.
- iii. To examine support given to women in their participation in tour guide activities.

1.4 Research questions

The research question of this study was:

- i. To what extent do women participate in tour guide activities?
- ii. What challenges do women face in participating in tour guide activities?
- iii. What kind of support do women access for their involvement in tour guide activities?

1.5 Scope of the research

The study focused its attention in finding the hindrances toward women involvement in tour guide activities. The study was carried out in Arusha Municipality because the area encompasses a large number of tour companies. The time frame covered the period from 2000 – 2014, following the pronounced statement of the Millennium goal number one which focuses on the eradication of extreme poverty and hunger and goal number three which emphasizes the promotion of gender equality and to empower women.

1.6 Limitations and delimitations of the study

At the time when the study was conducted, the following challenges were encountered:

1.6.1 Time constraint

To get the right interviewees was a challenge due to the nature of tourism operations seasons that the seasonal structure keeps people very busy on peak and high season which includes the months of June, July and August and leaving many of them off duty during low season time specifically during the month of April and May. The researcher therefore re-scheduled the programme and met some of respondents at their convenient time.

1.6.2 Financial Constraints

Some informants were not willing to give any information for free. The researcher explained to them on the rationale of the research study and later decided to work with those who understood and were willing to provide information without being paid.

1.6.3 Informant Awareness

Some interviewees became suspicious of being interviewed due to different perceptions, such as the misuse of their information delivered, less confidence on delivering information, others accepted to be interviewed but kept postponing appointments. Other barriers also came from some of the office conditions which prohibited staff to deliver any information doubting that staff may misuse the freedom to go beyond limit when giving information. In this case therefore, some pretended not to be aware of any information so that they avoided being interviewed. The researcher however made effort to overcome the challenges by asking speakers of the companies to allow their staff to be interviewed. The researcher resolved to be flexible and met the interviewees at their convenient time and thus made it successful.

1.6.4 Inaccessible data

Most companies do not have a well established system of keeping their data. It was not possible for that matter to access data from the past years except for just recent ones. Many offices occupy little space only for current office operations. Old data were kept far from their offices and so it was difficult for the requested data to be availed and other companies found to have changed management. The researcher resolved to take both the older data and the recent years' data.

1.7 Significance of the Study

The study findings are beneficial to the following stakeholders:

- i) Creation of awareness to societies and tourism stakeholders of which women can find more job opportunities in development projects.
- ii) Policy makers and decision makers specifically the ministry responsible for tourism and the ministry for women, gender and children may use the findings as a tool to reinforce policies focused on empowering women
- iii) The study findings serve to motivate other researchers to conduct related studies on gender and tourism.

1.8 Conceptual frame work

Figure 1.1 is applied as a road map to meet the specific objectives.

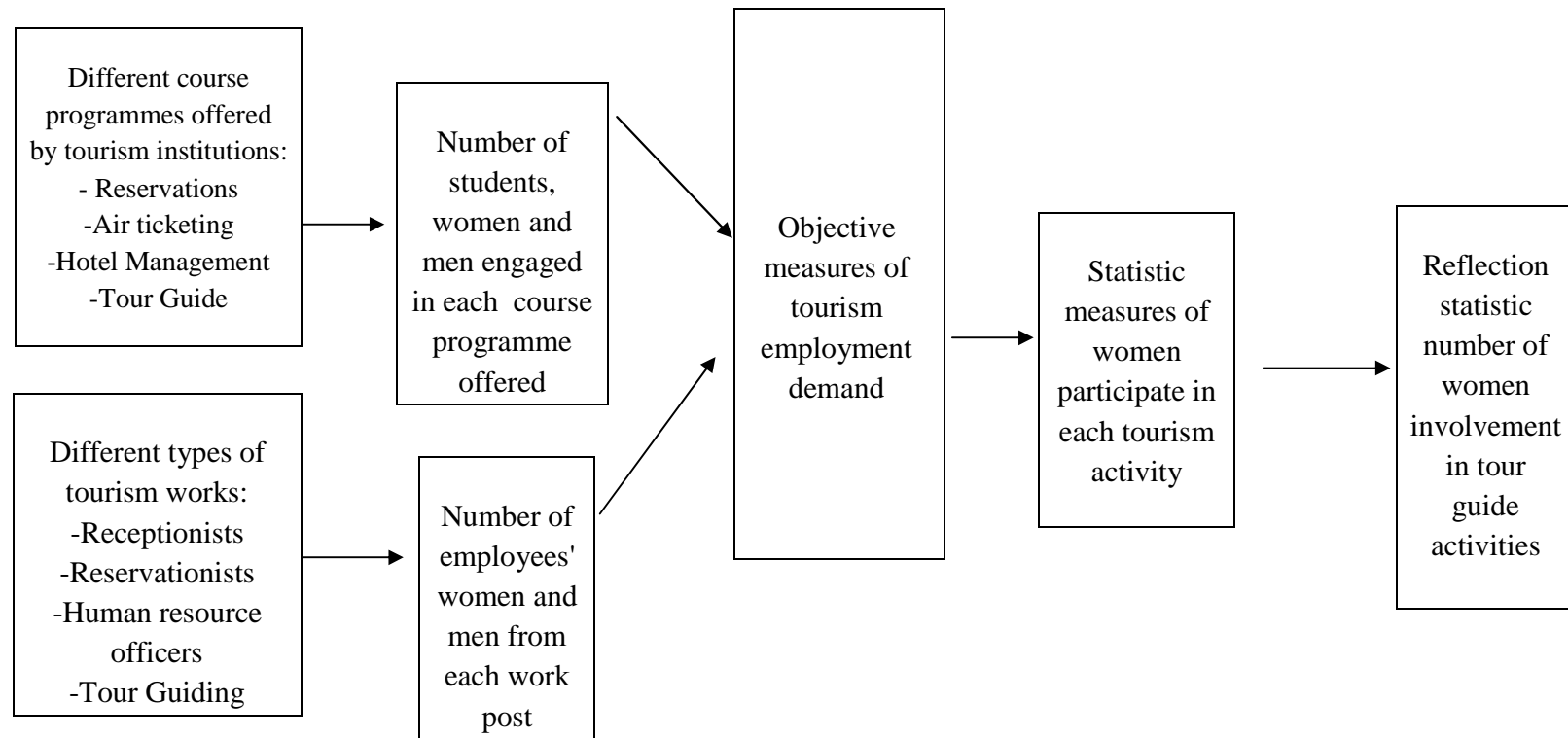


Figure 1.1: Women participation in tourism activities

Source: Field research, 2015

Different course programmes offered by tourism institutions are supposed to be measured geared at tourism employment demand. The trainees based on the choice of programmes may be attracted to pursue certain courses targeting the availability of employment opportunity.

The measure of women employed in different positions in tourism organizations is the objective that its achievement depends on the employment demand. Women may decide to employ themselves to do a certain work due to available employment opportunities. Results from students of each course programme and the numbers of employees whether women or men will be reflected by statistical figures of their involvement in tourism activities.

1.9 Definitions of operational terms

1.9.1 Tourism industry

Tourism industry is the sector which combines different organizations such as transport companies, hotel companies, aviation organizations, tourism entrepreneurs and tourism government agencies in providing services to the tourists in order to meet their needs in a particular tourist destination. (source: researchers' definition).

1.9.2 A tour guide

A tour guide is the person who describes and instructs the tourist(s) around the places of interest. (source: researchers' definition)

1.9.3 Women tour guides

Women tour guides are females who are employed in tourism industry in order to specifically carry out tour guiding activities. In this study they were women aged between 18 to 60 years old. (source: researchers' definition)

1.9.4 Men tour guides

Men tour guides are males who are employed in tourism industry dealing with tour guiding activities. In this study men were aged between 18 to 60 years of age. (source: researchers' definition)

1.10 Ethical considerations

Before the commencement of data collection process the researcher sought a clearance letter dated 25th March 2015 from The Open University of Tanzania Arusha Center, which expressed the wish of conducting research within Arusha Municipality. The researcher pre-briefed interviewees to assure them that the exercise was purely academic and thus all given information were to be used for academic purposes and not otherwise. This helped the researcher to avoid unnecessary barriers on the freedom of collecting data from participants successfully.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

It has been recognized in some areas of work that women seem to have less employment opportunities than men. These has been proven by authors in past years even before September, 2000 when the Millennium third goal was set to promote gender equality and empowering women among its goals. Heads of states and governments, since then, have committed their countries to meet a set of time bound and measurable goals by 2015, (ILO 2004).

2.2 Theoretical Review

2.2.1 Citizen participation theory

Citizen participation is a process which provides private individuals an opportunity to influence public decisions and has long been a component of the democratic decision-making process. The roots of citizen participation can be traced to ancient Greece and Colonial New England. Before the 1960s, governmental processes and procedures were designed to facilitate "external" participation. Public involvement is means to ensure that citizens have a direct voice in public decisions. The terms "citizen" and "public," and "involvement" and "participation" are often used interchangeably. While both are generally used to indicate a process through which citizens have a voice in public policy decisions. (Mize, 1972).

The theory is adopted in this study because the study show assessing the hindrances of which facing women to engage in tour guiding activities. The study aim to know how women will involve in tourism activities.

Participatory theory is said to improve implementation process, rather than delaying implementation of completed plans while decision are reviewed through appeal and adjudication (Blackburn, 1988; Susskind and Cruikshank, 1987; Pateman, 1970). This theory is adopted by this study because it show how women participated in tour guide activities, the theory indicate that there is a benefit of women involvement in tour guiding activities.

2.2.2 Institutional theory

According to Kraft's Public Policy (2007): Institutional Theory is "Policy-making that emphasizes the formal and legal aspects of government structures." Institutional theory is "A widely accepted theoretical posture that emphasizes rational myths, isomorphism, and legitimacy. Institutional theory focuses on the deeper and more resilient aspects of social structure. It considers the processes by which structures, including schemes, rules, norms, and routines, become established as authoritative guidelines for social behavior (Scott, 2004

The theory employed in this study because it shows how social structure become authoritative guidelines for social behavior this which guide a given society will lead women to involve in tour guide activities.

Problems of institutional design and redesign, structuring and restructuring, acquired particular poignancy through recent developments from eastern Europe to southern Africa. At the same time, scholars in each of several disciplines political science, economics, sociology, history and philosophy have increasingly come to appreciate the

important independent role that is, and should be, played by institutional factors in social life. In this volume, disparate theories of institutional design given by each of those several disciplines are synthesized and their peculiar power illustrated.

2.3 Empirical Review

Desai (1995) observed the situation at the University of Dakar. According to education office statistics the University of Dakar had a total of 741 teachers out of which only 115 were women. This proportion shows the gap between men and women on professional works. Nyerere in Mbilinyi (1967) stipulates the question of women in relation to tradition. He asserts:

.... It is true that the women in traditional society were regarded as having a place in the community which was not only different but was also to some extent inferred from inequalities which had nothing to do with their contribution to the family welfare. Although it is wrong to suggest that they have always been an oppressed group, it is true that within traditional society ill-treatment and enforced subservience could be their lot. If we want our country to make full and quick progress now, it is essential that our women live in terms of full equality with their fellow citizens who are men.

Women involvement and the returns they make in different work forces is an evident challenge. Ngalula (1977), shows how most women were engaged in less pay or unpaid work, despite the fact that they are the ones who produce food crops while men deal with cash crops production which gives them payments and access of better tools like plough and tractors leaving about 90% of women with hand hoes in food production, making pottery, weaving and beer brewing.

Rwegasira (1998) explains the constraints faced by women in politics and decision making bodies while in leadership and shows the gap of gender inequality between women and men that, women are under represented. The statistics indicated that 50% of Kenyan population are women but they only occupy an average of less than 10% of leadership and power positions. In Tanzania women outnumbered men by 51% yet occupy only 15% of positions and in Uganda they form 52% of population but occupy only 18% of the leadership positions. Kwara in Chachage and Mbilinyi (2003) asserts that most of domestic works are conducted by women who form world's official labour force but are the lowest paid occupations; they are more vulnerable and last to be hired but are first to be fired.

The Secretary General of NWTO, Taleb Rifai, on international women's day noted that;" though in most regions women make up the majority of the tourism work force, they tend to be concentrated in the lowest status jobs and perform a large amount of unpaid work in family tourism business." In the Global report on women 2010, initiated at Berlin ITB March 2011, UNWTO Secretary-General Taleb Rifai said; "This report highlights the crucial role tourism plays in empowering women politically, socially, and economically. But it makes very clear that more must be done to close the gender gap, in particular ensuring equal pay for women employment quality and ending all discrimination."

Mechelle Bachelet, knowing the inequality of gender in executive positions in the first international congress on Ethics and Tourism in 2011 expressed her concern that; The

Global Code in its Article II920 calls upon all stakeholders to respect and advance the goal of equality between men and women.

‘Since I assumed the leadership of UN Women, I have defined my vision of a world where men and women have equal opportunities, and where gender equality is prioritized in national agendas and budgets. Our strategic priorities focus on increasing women's leadership and participation, ending violence against women and girls, engaging women in all aspects of peace and security, and enhancing women's economic empowerment’.

Heath (2014) explains that women's equality is undermined by historical imbalances in decision-making power and access to resources, rights, and entitlements for women. In employment in general, women earn substantially less than their male counterparts. This does not apply just to LEDCs but also to MEDCs. In the UK, women earn on average less than 80% of men's annual salary. This is for the same work and time as men. Top firms who employ almost a quarter of finance sector worker were questioned. The sector's age profile was 25-39, when women have childcare responsibilities. Women earned on average of £2,875 annually in contrast to £14,554 for men. Women's education in Middle Eastern countries is rising rapidly but these women do not work for salaries. It is estimated that household incomes could rise by 25% if women in these countries worked. In middle income countries like Mexico, women with high levels of education are largely unemployed. This leads to a negative impact on growth as the economy does not use half its resources. In Mexico, women earn 15-20% less than men. By introducing schemes to help women in the workplace, the economy grows as more

women are able to work, women are also encouraged to work by the introduction of family-orientated work schemes such as part-time or job-sharing.

Tonyacsi (2004) presents that gender inequality is still a huge issue today. According to Mooney *et al.* (2013), males are considered superior to females, women had to fight to vote for equal pay, and have male dominance, but still have lower incomes, fewer prestigious jobs, usually female orientated college degrees, and are more likely to live in poverty than men. Domestic abuse is another issue in the home, many women flee their homes due to this and end up living in poverty.

ILO report (Sept., 2013) mentioned that tourism industry earned about 10th of the world GDP and became major source of employment where 260 million jobs were elated. HCT (Hotels, Catering and Tourism) is a major sector which produces many job chances around the world. The report indicates that 70% of women were engaged in tourism sector but many were paid less compared to men and mostly in selective jobs like house-keeping and customer contact. The UNWTO/UN women global report pointed that employment opportunities for women in tourism industry at professional levels are slim.

Global report on women in tourism participation shows that many women are engaged in unprofessional tourism works which earn them an average of 10% less than men and only one third of women positions are on professional work. According to Kenya's coastal report by Rose Kisia Omondi, some women participate in tourism work by involving themselves in sex tourism as source of income. The report quoted a *New York*

Times of Feb 14, 2002 which announced the estimation of 5% of European women who visit Kenya searching for sex tourism and highly from Germany and Switzerland.

Nyaruwata and Nyaruwata (2013) report on gender equity and executive management in tourism at the University of Zimbabwe showed that fewer women than men become executive managers over their careers; earn less throughout the period compared to men, hold more junior positions, and exit the occupations at a faster rate than men (Thornton, 2011; Gayle *et al.*, 2011). Over the past 20 years, a majority of both developing and industrialized countries have initiated programmes aimed at promoting gender equity in executive management in all major sectors of the economy. However, within the tourism sector women are still under represented at executive management positions male-dominated. Their gender composition of employees in Zimbabwe's three major hotel groups in 2011 shows: Directors and CEOs female are 4, male are 7; Senior managers female were 76 and male were 119; General Managers female were 5 male were 21; Front office managers female were 78 male were 143 and general workers female were 1225 while male were 1829.

UNED-UK (1998) report about Gender and Tourism on Women's Occupations and Positions in the Tourism Industry Stated that: Some facts about women's positioning in terms of hierarchical levels have been extracted from the very few sources giving information, which is not sufficiently differentiated. However, it seems very clear that the situation in the tourism industry resembles the one in the labour markets in general. As in many other sectors, there is a significant horizontal and vertical gender segregation of the labour market in tourism. Horizontally, women and men are placed in different

occupations - women are being employed as waitresses, chambermaids, cleaners, travel agencies sales persons, flight attendants, etc., whereas men are being employed as barmen, gardeners, construction workers, drivers, pilots, etc. Vertically, the typical "gender pyramid" is prevalent in the tourism sector - lower levels and occupations with few career development opportunities being dominated by women and key managerial positions being dominated by men.

2.3 Policy review

National Tourism Policy of 1999 indicates the overall objective is to assist in effects to promote the economy and livelihood of the people essentially poverty alleviation through encouraging development of sustainability and quality tourism that is socially acceptable, ecologically friendly, environmentally sustainable and economically viable.

The policy under section 5.14 generally points out the mobilization of resources in order to promote efficient delivery of quality tourist products and services. The policy indicates in section 5.14.7 the role of women in this institutional participation that women, especially in the rural areas, play an important role in the development of tourism. They are generally managers of the environment. They are producers of more than 80% tourist souvenirs which includes pottery, bead work, weaving, cloth art, etc. Women are also vendors of local food and active members in cultural tourism activities. The government has the duty of supporting and encouraging women initiatives in tourism development activities as well as promoting self help projects. The role of women therefore, are stated as follows:

To organize themselves and lead the implementation of tourism community projects that will have positive environmental, social and economic impact.

To promote and ensure respect for women in development, marketing and promotion of tourism.

To actively assist in sustainable development of tourism as policy makers, as entrepreneurs, travel agents, tour guides, workers, managers, and other role in tourism business.

To as mothers, teachers and mentors to create awareness of the importance of tourism among community members.

2.4 Research gap

While there has been various research conducted on some of the general participation of women on different jobs as indicated in the reviewed literature, it is evident that women have not been fully engaged in tour guide activities as well as the evidence from the findings that this study researched on. Women employed in tour guide activities are very few compared to those in other posts. There was a need to conduct this study which would later help to come up with a corrective measures that allow participation of women in tourism activities especially in tour guiding activities.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research Design

The type research used was mixed research because the study include both qualitative and quantitative data method collection. Descriptive survey method was used as research design. This design necessitated detailed information from participants. The study involved tourism stakeholders including tour operators, tourism scholars and tour guide members.

3.2 Research area

The study took place within Arusha Municipality where many tour companies from the northern tourism circuits headquarters exist and thus the tour guides are found. The areas include offices, tourist hotels, tourism associations and tourism schools or colleges. The researcher specifically went to the areas around Arusha town, TFA shopping centre compound, Sanawari, and Sakina to spot the companies required.

3.3 Study Population

According to 2012 National census, Arusha municipality has a total population of 406,600 out of which males are 193,551 and 213,049 females (TPHC, 2012). The researcher involved tourism stakeholders within the study area where out of 245 TATO members of tourism company operators in Tanzania, 70 are found in Arusha municipality. These include tour operators, hoteliers, offices for tour guides members and tourism training institutions.

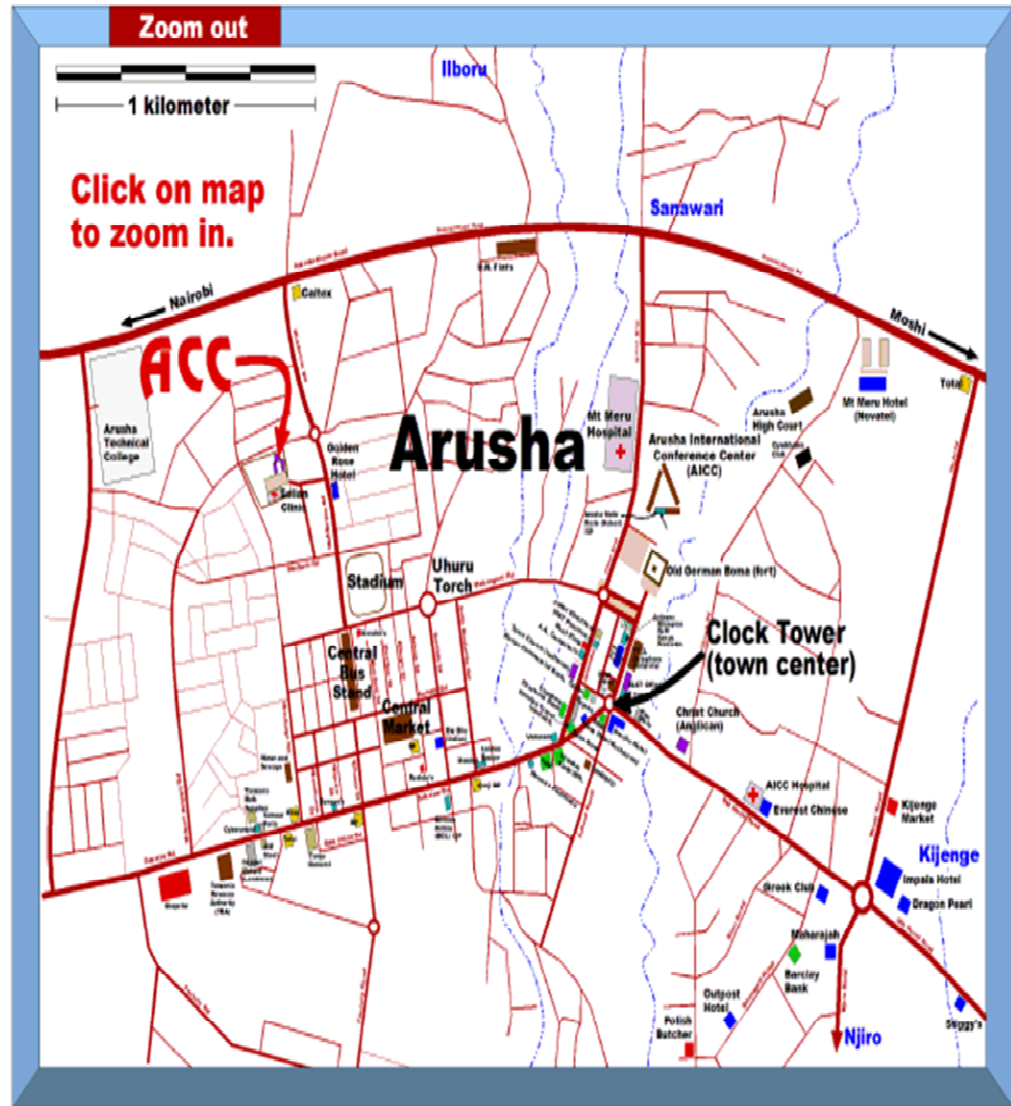


Figure 3.1: Map of Arusha municipality (2010)

Source: Arusha municipality council of Tanzania

3.4 Sample size

The sample size considered time, budget and population. Out of 70 tourism companies, 20 (29%) sampled but only 18 (26%) responded. The study employed a sample size of 135 participants produced from 20 tour companies, 6 tourism schools and TTGA. The

sample includes 15 officials, 70 students, 20 office staff, 40 tour guides from tour companies including hotels. Out of 135 samples 106 responded from 10 officials, 61 students, 13 office staff, 22 tour guides.

3.5 Sampling Techniques

The researcher applied convenience sampling method to obtain 31 tourism students, 13 tourism staff, and 22 tour guide members from whom reliable information were gathered and hence the study findings were drawn. Purposive sampling technique was applied to sample 15 officials.

3.6 Methods of Data Collection

Face-to-face interview method was used to collect data from 10 officials including managers, directors and representatives from tourism stakeholders. The researcher took note of all conversation during interview session and recorded whenever it was acceptable by respondents.

Questionnaire were deployed to collect data from 13 tourism office staff, 22 tour guides, and 31 tourism students thus, 90 copies of questionnaires were distributed, 66 copies filled and collected afterwards. Focus group discussion was applied to collect data from 30 students who were divided into three groups of 10 students in each group.

3.7 Data analysis

After research process was done from the field the researcher went through the raw data collected, summarized them and later analyzed them. Then the data were compiled and compared accordingly. The summary of data was interpreted using computer Microsoft

word and excel together with the tabular technique which was specifically used for quantitative data. Analysis was done using computer software (SPSS). Qualitative data analysis were done by using descriptive technique, specifically content analysis method which evolved around the objectives.

3.8 Reliability

Reliability refers to the extent to which data collection technique or techniques will yield consistent findings. In other words, similar observations would be made or conclusions reached by other researcher or where there is transparency in how sense was made from the raw data ensure reliability (Saunders *et al.* 2003). In ensuring reliability in this study from its design and reporting, the researcher made sure that, pre-testing is in place for testing of data collection tools i.e questionnaires, reviewing the methods for data collection and how to conduct the data analysis exercise. The field pre-testing was thereafter conducted to twenty (20) respondents from two (2) graded hotels that are of the same qualifications with the sample of this same study population before conducting of the actual data collection for this study in other ten (10) graded hotels.

3.9 Validity

Validity refers to the extent to which data collection method or methods accurately measure what they were intended to measure or the extent to which research findings are really about what they profess to be (Saunders *et al.* 2003). In ensuring of validity of the data, use of triangulation and effective data collection and analysis were considered by the researcher. Those considerations helped a great deal to demonstrate validity, by putting into perspective, all necessary matter arising from the topic under investigation.

CHAPTER FOUR

4.0 FINDINGS AND DISCUSSION

Table 4.1 : Research response rate

	Questionnaire			Interview			Focus Group Discussion		
Interviewees	Sampled	Responded	%	Sampled	Responded	%	Sampled	Responded	%
Officials	-----	-----	--	15	10	67%	-----	-----	---
Office Staff	20	13	65%	-----	-----	---	-----	-----	---
Tour Guides	30	22	73%	-----	-----	---	-----	-----	---
Students	40	31	77.5%	-----	-----	---	30	30	100%

Source: Field research 2015

4.2 Sample Profile

Twenty (20) tour operators, hotels and camps owners were involved. From 70 tour companies whose offices are based in Arusha municipality 18 (26%) companies responded. Tourism schools were also included in the research where 8 schools were selected and only 6 responded making 75% response.

Table 4.2 : Tourism stakeholders involved and responded in population

S/N	Tourism operators names	S/N	Tourism operators names	S/N	Tourism institutes
1	East African Voyage	10	Ngorongoro Forest Lodge	1	Thembi College
2	Karibu Africa Safaris Ltd	11	Green Foot Print Adventure	2	National College of Tourism Arusha campus
3	Escarpment Lodge	12	RA Safari Ltd	3	Tropical Centre Institute
4	Asilia lodges & camps	13	African Environment Ltd	4	Mount Meru University
5	Sayari Camp	14	African Environment camp 1	5	Professional Tour guide and Leadership
6	Olakira Camp	15	African Environment Camp 2	6	Open University of Tanzania
7	Oliver's camp	16	Mount Kilimanjaro Safari Club Ltd		
8	African Walking Co.	17	The Arusha Tourist Inn		
9	Wildlife expedition ltd	18	Onsea House Ltd		

Source: Field Research 2015

4.2.1 Gender

The research included both females and males in finding the hindrances towards women involvement in tour guide activities. The imbalance of gender appeared apart from nation's intention to improve gender equality and to empower women. There is still a big gap between women and men participation despite the announcement of the Millennium goals number one and three to promote gender equality, reduction of poverty and empowerment of women. A total of 106 respondents out of which only 31 were female and 75 were male which is equivalent to 29% female and 71% male. The percentage from each participant group on female and male were; tourism office staff were 13 in total, female 5 (38%) and male 8 (62%), students were 61 in total, female 22 (36%) while male 39 (64%), tour guides were total of 22, no female (0%) male (100%), officials were 10 in total, female 4 (40%) and male 6 (60%) as seen in Figure 4.1.

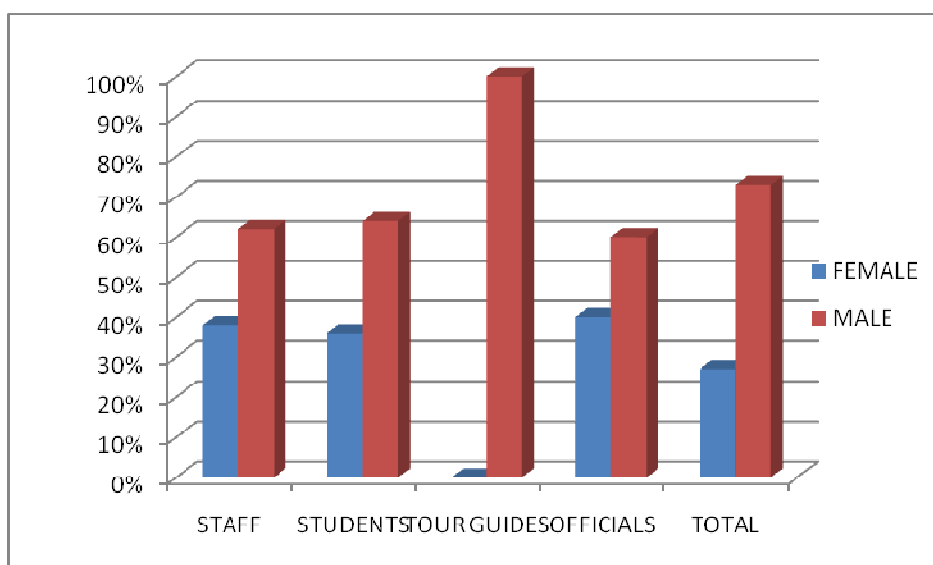


Figure 4.1: Represent gender for respondents

Source: Field research 2015.

4.2.2 Age

The respondents in this research aged between 18 to 65 years. It was important to limit the age of those engaged in tour guide activities. The respondents were divided into groups of ages from 18-25 where many of students appeared to be, 26-35 these are standard experienced people, 36-45 and above 45 years old are the experienced workers whose comments presented real situation from past years comparing to present.

Table 4.3 : Respondents Ages from 18 - 45 years

			Staff		Students		Tour Guides		
Age	Gender	Total No. of F + M	TOTAL EACH	%	TOTAL EACH	%	TOTAL EACH	%	TOTAL % OF F & M
18-25	F	33	1	3%	14	42%	0	0%	45%
	M		1	3%	17	52%	0	0%	55%
26-35	F	13	3	28%	0	0%	0	0%	23%
	M		5	38%	1	8%	4	31%	77%
36-45	F	12	0	0%	0	0%	0	0%	0%
	M		4	33%	0	0%	8	67%	100%
Above 45	F	9	1	11%	0	0%	0	0%	11%
	M		1	11%	0	0%	7	78%	89%

Source: Field research 2015

4.2.3 Level of education

The level of education matters in giving information required. From the research field respondents were students, staff and tour guides. Total number of students was 32 out of whom 17 (53%) hold certificates, 3 (9%) Diploma and 12 (38%) Advanced diploma. Staff were 16 in total of which, certificate level were 2 (13%), Diploma 6 (38%), Advanced Diploma 3 (19%), Bachelor degree 4 (25%) and Master degree holder 1 (6%). Tour guides were 19 in total. Certificate holders were 9 (47%), Diploma 1 (5%), Advanced diploma 7 (37%) and Bachelor degree 2 (11%). Below is the chart of the respondents' level of education.

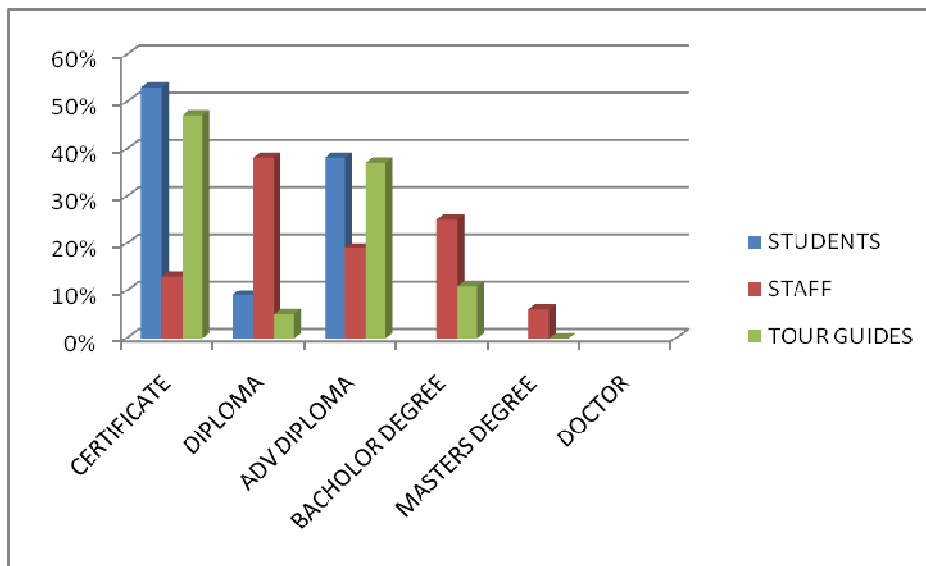


Figure 4.2: Respondents Level of education

Source: Field research 2015

4.2.4 Working experience

The contribution of work experienced people is very important in the development of an industry. From the respondents 31 (97%) students were not yet employed except 1 (3%) who was employed with experience of 4-10 years of work. Office staff experienced

from 1-3 years were 7 (44%), 4-10 years 7 (44%) and above 10 years of work were 2 (13%). Tour guides 1-3 years 3 (16%), 4-10 years were 6 (32%) and above 10 years 10 (53%).

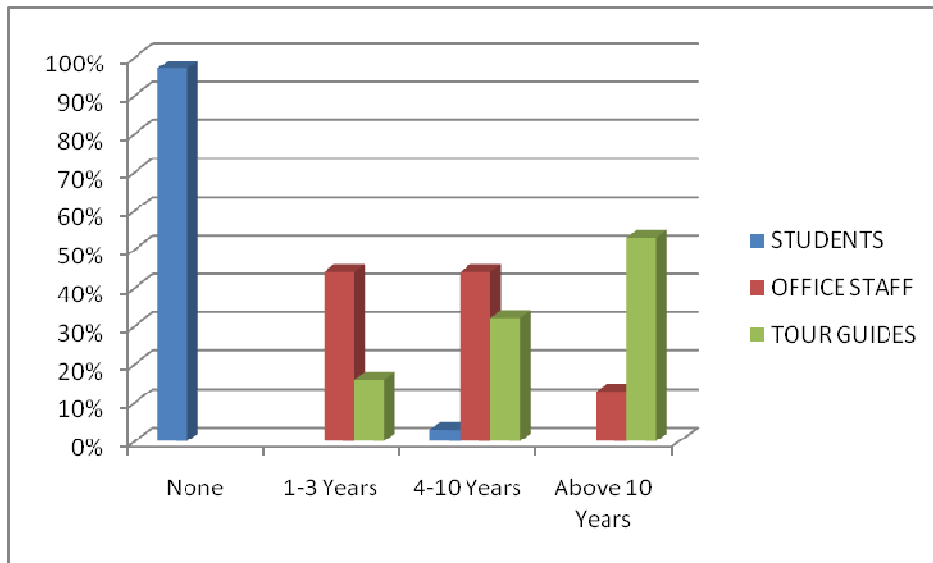


Figure 4.3: working experience in years

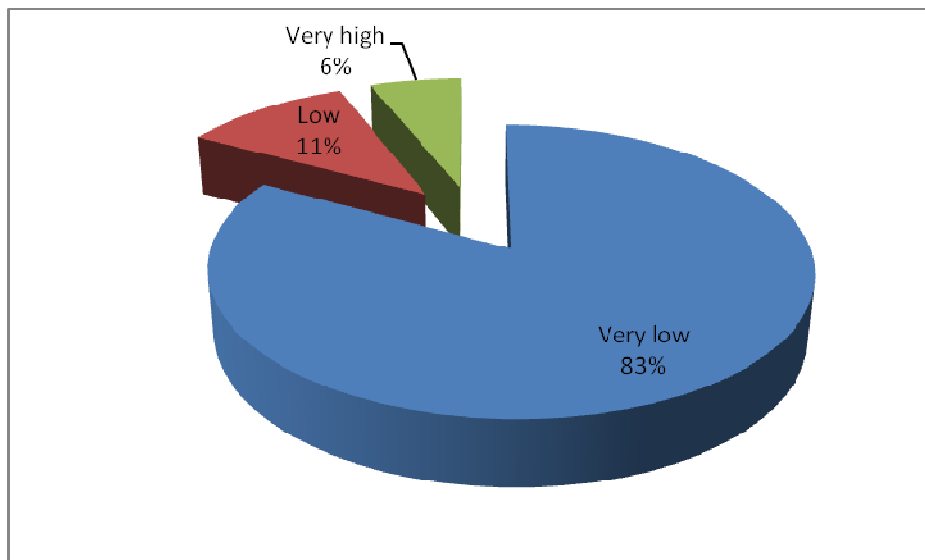
Source: Field research 2015

4.3 Women involvement in tour guide activities

The benefits of tourism activities do not promote gender inequality although in this case women were found to be lagging behind on the earnings from tourism activities especially in tour guide activities. The findings from the field shows that there are very few women who participate in tour guide activities in Arusha municipality. Among the 18 respondents 15 of them (83%) commented that there is a very low participation of women in tour guide activities in Arusha municipality, while 2 (11%) respondents commented on low participation and 1 (6%) responded that there is very high participation of women in tour guide activities in Arusha municipality as Table 4.4 indicates.

Table 4.4 : Women tour guide Involvement in Arusha Municipality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	15	78.9	83.3	83.3
	Low	2	10.5	11.1	94.4
	Very high	1	5.3	5.6	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		



Source: Field research 2015

4.3.1 Women involvement in tour guide activities TTGA statistics

The involvement of women in tour guide activities was perceived differently by various respondents. Results of the findings on the involvement of women in tour guide activities from the field shows that very few women are engaged in tour guide activities. The statistics records of the members from TTGA shows a big gap between women and men involved in tour guide activities from year 2000 to 2014. Within a period of 15 years a total of 296 (0.30%) women and 85,928 (99.6%) men were involved in tour guides activities. As indicated in Table 4.5 the involvement of women was from 0.02% to 0.03% while involvement of men was from 6.31% to 6.91%. Each year the number of men either remained constants or increased.

Table 4.5 : Yearly Percentage of Tour Guide Involvement from year 2000-2014

Year	Female	%	Male	%
2000	13	0.02%	5467	6.34%
2001	16	0.02%	5518	6.40%
2002	17	0.02%	5646	6.50%
2003	17	0.02%	5650	6.50%
2004	19	0.02%	5681	6.60%
2005	21	0.02%	5736	6.70%
2006	21	0.02%	5770	6.70%
2007	21	0.02%	5770	6.70%
2008	21	0.02%	5770	6.70%
2009	21	0.02%	5770	6.70%
2010	21	0.02%	5770	6.70%
2011	21	0.02%	5770	6.70%
2012	21	0.02%	5790	6.70%
2013	22	0.03%	5860	6.80%
2014	24	0.03%	5960	6.90%
TOTAL	296	0.32%	85928	99.64%

Source: research 2015

4.3.2 Involvement of women in other tourism work departments apart from tour guide activities compared with men.

In the tourism industry women are translated to mostly engage in low paid activities and unprofessional works which earned them little compared to works preferred to be conducted by men and thus women benefit little from tourism activities products. Apart from tourism industry provides many jobs to societies and improve the standards of living of peoples living surrounding tourism areas. It was found that participation of women in tourism activities is very distant. The good number of women were in reservation while few of them occupied higher managerial posts (Figure 4.4). Among the 18 tourism stakeholders (Table 4.2) who are tour companies and accommodation operators the percentage of each post for 15 years the participation of women appeared to be 0.34% tour guides while men were 99.6%. Reservation were 69% women and men 30%, waiters were 34% women and men 66%, porters were 0.51% women and men 23%. Managers were 23% women and men 74% and others including accountants, human resource officers, workshop etc. women were 2% while men were 98%.

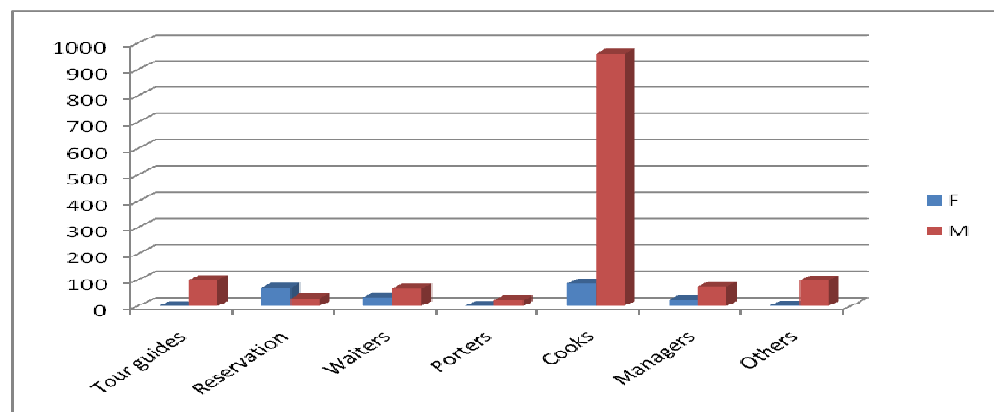


Figure 4.4: Total percentage of staffs participation in different posts from year 2000-2014

Source: Field research 2015.

There is a clear need to find people's perception and establish whether there are beliefs on occupations that are specifically for men and others for women. The comments came from students and staff. From 31 respondents 27 (87%) disagreed to the idea that there are occupations for men only and others for women, 4 (13%) respondents agreed to the idea that there are occupation for men only and others for women.

Table 4.6 : Comments on some jobs being for women and others for men

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	4	12.9	12.9	12.9
No	27	87.1	87.1	100.0
Total	31	100.0	100.0	

Source: Field research 2015

4.5 : Challenges Facing Women who are involving in Tour Guide Activities

Many women do not involve themselves in tour guide activities and those engaged in tour guide activities complained to not keeping the job for long before they substitute it with another job.

4.5.1 Facilities

The researcher wanted to find out the women's perception over the facilities in hotels, lodges and camps as commented from the field that the structures of the accommodation facilities are unsatisfactory. They are made for men only women have to shared rooms, showers, and toilets with men while in the field which this is contrary to

African culture otherwise someone must be favored to stay in staff room if appeared a women staff is on duty. This put women at risk of sexual abuse. Among the 19 participants, 13 (72%) said that the facilities are not suitable for women (true) and 5 (28%) said that the facilities were suitable (False) (Table 4.7).

Table 4.7 : Working environment favor men

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	13	68.4	72.2	72.2
	False	5	26.3	27.8	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

Source: Field research 2015

4.5.2 Family matters

Family matters seemed to take much of the freedom of women, since women are the people who prefer to be close with their families nature of the women where are time they become pregnancy and after delivery the process of breast follows, all those together limit women to continue work as tour guide till the process of taking care children reach to a secure point thus a long brake make expel women automatically from field and others made lost their job.

Out of 31 students to whom questionnaire were sent, 22 (71%) answered Yes and 9 (29%) said No. Twenty four guides responded, 13 (65%) accepted that family matter is an obstacles for women in tour guide activities and 7 (35%) did not accept that family matters is an obstacle to women involvement in tour guide activities. Ten officials responded out of whom 6 (60%) accepted while 4 (40%) disagreed (Figure 4.5).

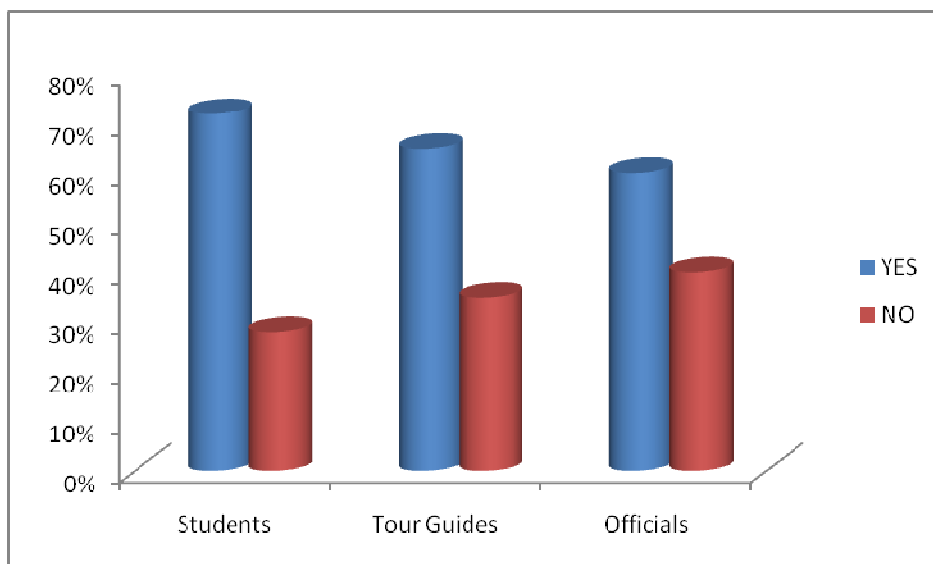


Figure 4.5: Family matters are obstacles for women

Source: Field research 2015

4.5.3 Culture

African culture has sometimes thought to direct women to certain jobs. Women are placed behind in terms of positions and decision making. Negative impact towards women in tour guides activities became the evidence among respondents the finding showed that women strongly participate in household activities. However, there were expressed mixed feelings about human behavior that women engage as they perform tour guide activities which some families would not allow their daughters to take up as jobs to protect them from adopting new culture from tourists or guests, such as clothes

styles and wearing designs, eating manners, coping of street languages and negatives in practicing some tourism activities like swimming with swimming costume which leaves a swimmer almost necked as well as some African culture women cannot be a leader in front of men. Among respondents, 15 staff (75%), 23 tour guides (77%) and 7 officials (70%) supported that culture is a barrier to women.

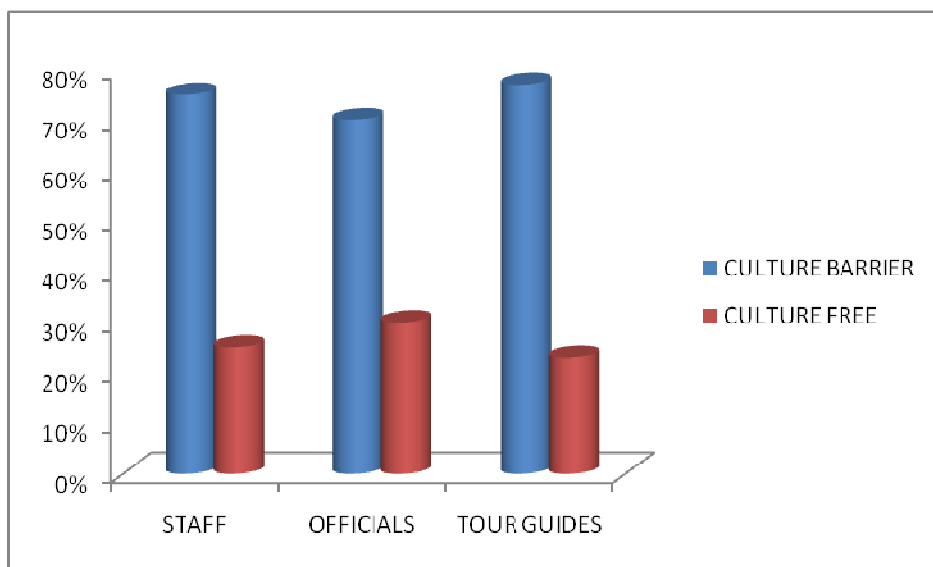


Figure 4.6: Comments on culture

Source: Field research, 2015

4.5.4 Tour operators prefer to employ men than women in tour guide activities

The assumption that tour operator companies attract more men than women in tour guide activities contribute to women being slow in putting more effort instead they tend to be passive. The study established that lack of trust towards women where some tour companies hesitate to employ women thinking that women are weak and soft people who cannot deliver services to customers. It can be deduced here that these companies consider men as multi user staff who can be flexible to rotate and occupy different positions in tour company like being office operator and tour guide instead they translate

women to be less competent, not capable to overcome challenges considering the nature of the job to be very tough which involve hectic environments as well as dealing with different people of different interests, classes, nations, tradition behaviors and different professionals. The presentation below shows that 16 (84.2%) agreed while 3 (15.8%) did not agree that tour operators attract men than women in tour guide activities.

Table 4.8 : Employers prefer to employ men than women tour guides

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	16	84.2	84.2	84.2
False	3	15.8	15.8	100.0
Total	19	100.0	100.0	

Source: Field research 2015

4.5.5 Women education and skills

Respondents described their doubt about women occupying high positions or professional tour guide posts and a conclusion was drawn that most women are employed on low paid and unprofessional positions following denial of the right to education, most of women grown being prepared to become house wives. The findings from the processed data reflected that more women students selected hospitality management programmes with packages that prepared someone for front office operations, air ticketing, housekeeping, food production, food beverage, reservation, reception, bakery and pastry for a reason that the nature of work match with their African domestic carriers which do not need high education to perform that kind of job.

The colleges as well give chances of joining college even for those have low education level . Data collected from 4 schools; Themis College, Tropical Centre Institute, Professional Tour Guide and Leadership and National College of Tourism Arusha Centre, revealed that women who were engaged in tour guide course between 2000 to 2014 were 133 (2%), and men were 6,515 (98%). In tourism and hospitality management women increased in number a total of 1,798 students were registered between 2000 and 2014 out of which 1,423 (79%) were women, 375 (2%) were men. In one of the universities, students who enrolled for Bachelor in tourism programme from 2004 to 2014 women were 36 (18%) while men were 166 (82%). These enrolled for masters of tourism management and planning from 2011 to 2014, six (15%) women studied masters while men were 33 (85%). As indicated in the above statistical description, it can strongly be established that much has not been done in getting more women enrolled in the programme in question. Table 4.8 shows individual engagement of student on each schools and each course.

Table 4.9 : Participation of women in school programmes between 2000 and 2014

No .	SCHOOL	PROGRAM	COURSE	FEMALE	%	MALE	%
1	THEMI COLLEGE 2012-2014	TOUR GUIDE	Tour guiding	3	6%	46	94%
		TOURISM & HOTEL MANAGMENT	Housekeeping, Food production& Food beverage,	60	65%	33	35%
2	TROPICAL CENTRE INSTITUTE LTD 2005-2014	TOUR GUIDE	Tour guiding	25	0.45 %	5479	99.50 %
		TOURISM & HOSPITALITY MANAGEMENT	Housekeeping, Air ticketing, Food production & Food beverage	1363	80%	342	20%
3	NATIONAL COLLEGE OF TOURISM ARUSHA 2000-2014	TOURISM & HOSPITALITY MANAGEMENT	Front office Operation, Reservations & Reception.	221	58%	157	42%
			Food production & Food beverage.	182	54%	156	146%
4	PROFESS IONAL TOUR GUIDE 2004-2014	TOUR GUIDE & LEADERSHIP	Bakery & pastry	245	59%	172	41%
			Tour guiding	105	10%	990	90%
5	OUT 2004-2013	BAT	Bachelor of Art tourism	28	14%	167	86%
6	OUT 2011-2014	MAT	Masters of tourism management & planning	6	15%	33	85%

Source: Field research 2015

4.5.6 Contribution of society/Guardians or parents towards women in tour guide activities

Students who participated in focus group discussion, staff and lectures described the matter with negative views, that the obstacles towards women engaging in tour guide activities are as a results of poor cooperation of the society, guardians or parents where many of them believe that sending women to a tour guide school is wastage of time and misuse of funds as most of people look at tour guide post in a very negative way to women. This suggest that students who decide to take tour guide programme do not get support from their guardians. Some students quit the school, or do not opt for tour guide programme and if they insist to take tour guide programme they also take risk looking for donors who mostly happen to be their boyfriends ending up getting unplanned pregnancies that frustrate them to the point of discontinuing their studies.

From Figure 4.7 it can be seen that 20 staff, 13 (65%) as well as 20 students (67%) and 6 (60%) officials doubt the contribution supporters give to women..

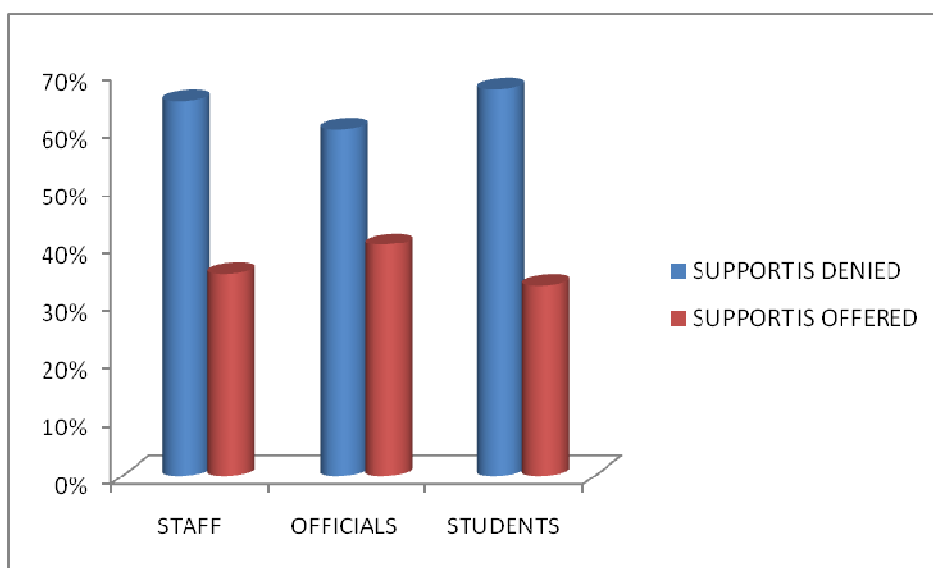


Figure 4.7: Contribution support to women tour guides status

Source: Field research 2015

On the other point however, one tour company was reported to be supportive to women engaging in tour guide activities. The company arranges and offers training sessions to women who are interested in tour guide activities.

Furthermore, it was disclosed that there are some non government organizational companies who choose competent women in tour guide activities from schools and sponsor their studies.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The tour guide post is an important profession in tourism industry. Facilities and unpleasant working environment, tourism market dominated by men, family responsibilities, culture barriers, preference of tour operators recruiting men than women in the tour guide field, unskilled and lack of education to women, low motivation and inferiority have been projected to be major issues that influenced the hindrances of women involving in tour guide activities.

5.2 Recommendations

Tour guide profession has been among the leading activities which employ many people and bring best changes in the life style of people. Having investigated the challenges faced by women in tour guide activities, the researcher recommends the following to respective authorities.

5.2.1 Recommendation on Education

5.2.1.1 To Society

Education institutions, human rights foundations, NGOs, projects for women and children should empower women by giving them training to update their knowledge. society should be educated, through mass media, social media and see how women from the other side of the world are mixing themselves in participating to different kind of jobs.

5.2.1.2 To tour operator companies

Tour companies are recommended to come up with a plan to regularly send women to short courses to improve their knowledge and skills to make them more competent at work.

5.2.1.2 To organizations

Both non government and Government organizations should consider planning a system to train women and promote them to work in guiding field. The authorized ministries should build more tourism schools which should give education at a low pay.

5.2.1.2 To policy makers

Policy makers should review the existing policies in order to strengthen any weak areas to promote education for women.

5.2.1.3 To family members

It is recommended to family members to balance family responsibilities to give relief to women.

5.2.2 Recommendation on Vacancies

5.2.2.1 To tour companies

Tour operators should consider to increase vacancies to motivate more women to join tour guide activities. Tour companies should be creative to create more opportunities in tour guide activities in cultural tourism, agro tourism, rural tourism, to increase chances

of job since the tour guide is the multi profession job include different tour guide category regardless of the sex such as mountain guides, driver guide, city tour guide, cultural tour guides, walking guides, biking guides, hiking guides or briefing guides.

5.2.2.2 To the Ministry of Tourism and Natural Resources

Recommendation is made to the concerned ministry to give priority to women in tourism industry to promote their participation in tourism activities.

5.2.3 Recommendation to accommodation providers

Hoteliers and all other accommodation providers need to restructure accommodation facilities that would favor both genders.

5.2.4 Recommendation of Encouragement

It is recommended to women themselves to avoid feeling inferior, should, trust their decisions and believe in what they do if all these are not happening inside their hearts all the supports will be useless.

5.2.5 Recommendation for further research

Based on the study findings from which conclusions are drawn regarding the study gap and questions, it is worth recommending that further research on women's economic contribution through professional tourism activities needs to be done.

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APPENDICES

For study findings about investigation of hindrances towards women involvement in tour guide activities leading questions for questionnaire, interview and Focus group discussion were raised.

Appendix A

Interview leading questions for officials.

General information

1. Name.....
2. Gender.....Female()/Male ()
3. Organization/company/institution.....
4. Position.....
5. How long have you been serving the organization, 0-3yrs ()/4-10years ()
Over 10 years ()

1. In your organization do you involve women in tour guiding activities? Yes (), or
No ()

If Yes

(a) At what capacity?-----

(c) If No, explain why-----

2. Mention the activities performed by the majority of women in your organization (if any)

- i. -----
- ii. -----
- iii. -----

3. In your organization, do women hold /occupy higher managerial position(s)? Yes/ No

(a). If Yes mention the positions!

- i. -----
- ii. -----
- iii. -----

(b). If No state why?

4. In case of any job vacancy In your organization, which gender is highly preferred or given the first priority? (a) Male () (b) Female ()

State why? -----

5. Generally, is there any difference in work performance between women and men?

Yes ()/NO (),

6. what is your comment on the differences in performance? (if any)

7. How do you assess the involvement of women in tour guiding activities in Arusha municipality

i). Very low (), Low (), Very High ().

8. Did you take any effort to reduce/eliminate the above mentioned challenges in your organization? (if any)

a) Yes (), b) No (),

If yes please explain the effort taken-----

08. In your organization what are challenges faced by women who participate in tour guiding activities?

9. what Should be done to ensure that adequate support is given to women who participate in tour guiding activities'-----

10.What are the perception of people towards women who engaged in tour guiding study?-----

Appendix B

LEADING INTERVIEW QUESTIONS FOR TEACHERS/LECTURERS IN TOURISM SCHOOLS

General information

1. Name.....
2. Gender.....Female()/Male ()
3. Organization/company/institution.....
4. Position.....
5. Level of education offered, certificate ()diploma ()/Advanced diploma ()/

Others (specify).....

6. How long have you been serving the organization, 0-3yrs ()/4-10years ()/Over 10 years ()

1. What are tourism courses offered at your school?-----

2.Do you have options on program for students to select types of courses someone would prefer to take?-----

3. Are the selection of courses balance in gender? (Means number of women and men in each course!)-----

4. What courses women students prefer to take at your school?-----

5. Do you receive many women student to study tour guide courses?-----

6.what is your perception about women participate in tour guiding courses?-----

7.What challenges faced by women involving in tour guide studies?-----

8.What can you comment on tour guide students performance between women and men?-----

9.If men perform well than women what is your comment on the cause of differences in performance?-----

10.Do you have any idea if graduated women from tour guide students manage to work in tour guiding activities?-----

11. If they do not work as tour guides why?-----

12. Have you ever done anything to support women study tour guide to get job of their profession?-----

13. If Yes, what did you do to help them and what challenges have you faced during helping them?-----

14. If NOT, that you never tried help them get job, Why?-----

15. What are the perception of people towards women who engaged in tour guiding study?-----

16. In your own view, what do you think should be done to support women who participate in tour guiding activities?-----

Appendix C

Questionnaire questions were to be answered by Tour guides

QUESTIONNAIRE

Please tick the appropriate answer for the following questions:

SECTION (A)

General information

5. Gender.....Female()/Male ()
6. Age.....between years old 18-25(), 26-35(), 36-45(),
Above 45yrs old ()
7. Marital status.....Married (), Single (), Divorced ()
8. work status.....Employed (), self employed (), Freelance ()
9. If employed (No. 4), (i). Mention
organization/company/institution.....
(ii).
Position.....
6. Level of education, Doctor ()/Master's degree ()/Bachelors degree/()/Post
graduate
diploma ()/Advanced diploma ()/Certificate ()/Others
(specify).....
6. How long have you been serving the organization, 0-3yrs ()/4-10years ()/Over
10 years ()

SECTION (B)To assess the involvement of women in tour guiding activities

1. At your work organization are women involved in tour guiding activities? Yes ()/ No ()
2. If yes indicate at what capacity (choose one question to fill either a, b, or c)
 - (a) In exact figures, how many?.....
 - (b) In estimation number of women, none (), >5 (), < 5 but >10 (), above 10 ().
 - (c) In percentage compare to men at your organization 0% (), >5% (), <5% but >30% (),
<30% but <50% (), =50% & above
3. How do you assess the involvement of women in tour guiding activities in Arusha Municipality:
Very high (), High (), Low (), very low ()

SECTION (C)To assess the challenges faced by women who participate in tour guiding activities

1. Do you think the tour guiding post is suitable for men only? True (), False ()
2. Tour guiding activities working environments structured to favor men than women. True (), False ().
3. Are the employers attract men than women in tour guiding activities posts? True (), False ().
4. The commitment of family matters are obstacles for women than men to engage in tour guiding activities ? True (), False (),

5. Are the women fears to study or engage work for tour guiding posts? True (),
False ().

SECTION (D)

EXPLANATION

1. what is your perception about women participate in tour guiding activities?

2. What are the challenges faced by women involving in tour guide activities? -----

- 4.What are the perception of people towards women who engaged in tour guiding activities?

5. In your own view, what do you think should be done to support women who participate in tour guiding activities?

Appendix D

Questionnaire for students;

QUESTIONNAIRE

Please tick the appropriate answer for the following questions:

SECTION (A)

General information

1. Name.....
2. Name of school/college.....
3. Gender.....Female()/Male ()
4. Age.....between years old 18-25(), 26-35(), 36-45(),
Above 45yrs old ()
5. Marital status.....Married (), Single (), Divorced ()
6. work status.....Employed (), self employed (), Freelance ()
/none ()
7. If employed (No.6), (i). Mention your
organization/company/institution.....
8. (ii). Position.....
9. Level of education, Doctor ()/Master's degree ()/Bachelors degree/(
)/Advanced diploma ()/Certificate ()/Others
(specify).....

7. How long have you been serving the organization, 0-3yrs ()/4-10years ()/Over 10 years ()

SECTION B

1. What tourism courses do you study?-----

2. What motivated you to choose study those courses?-----

3. At your school do women involving in tour guide courses?-----

4. What is your comment about women who study tour guide courses?-----

5. What are the employment chances for graduated women tour guides?-----

6. How do you find the competent of women with their fellow men in tour guide course?-----

7. What is the contribution of parents/guardians/society towards women in tour guides courses-----

8. In your own Views, do you think there are types of works which suits only men?
----- then explain why?-----

9. Should the tour guiding work be described as the work for men only? -----
-----why?-----

SECTION C

To assess the challenges faced by women who participate in tour guiding activities

6. Tour guiding activities working environments structured to favor men than women. True (), False ().

7. Are the employers attract men than women in tour guiding activities posts? True (), False ().

8. The commitment of family matters are obstacles for women than men to engage in tour guiding activities ? True (), False (),

Appendix E

Questionnaire questions were for office staffs

QUESTIONNAIRE

GENERAL INFORMATION

1. Name.....
2. Gender.....Female()/Male ()
3. Organization/company/institution.....
4. Position.....
5. Level of education offered, certificate ()diploma ()/Advanced diploma ()/

Others (specify).....

6. How long have you been serving the organization, 0-3yrs ()/4-10years ()/

Over 10 years ()

Please fill the below questions, tick where necessary and explain where needed.

1. At your work organization do women involve in tour guide activities? YES ()/NO ()

a) If YES indicate at what capacity? Very few (), Few (), or Many ().

b) If women do NOT involve in tour guiding activities what are mostly tourism activities performed by women?

.....

3. Tour guiding activities, is it among the job which suitable to be performed by men only?

YES (), NO (),

a) If YES explain why?

.....

.....

.....

4. What are the challenges faced by women involving in tour guide activities? (for those who are already in tourism activities)

.....

.....

.....

6. What are perception of people/society/families towards women who engaged in tour guiding activities?

.....

.....

.....

7. In your own view what should be done to support women who participate in tour guiding activities?

.....

.....

.....

8. It said to seems women being mostly engaged on low pay or unprofessional work ,
why do women fall in to those posts?

.....

.....

.....

9. The tourism companies, do they accept women equal like men in tour guide
activities?

YES (), NO ()

If NO why.....

Appendix F

Leading questions for students on FGD

- i. To what extend do women participate in tour guide activities?
- ii. What challenges do women face in participating in tour guide activities?
- iii. What kind of support do women access for their involvement in tour guide activities?